

## Cone Winder-cum-Pirn Winder

- Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship  
 Upskilling  Dual/Flexi Qualification  For ToT  For ToA  
 General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 2

Submitted By:

Textile Sector Skill Council

Contact Details:

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Cone Winder-cum-Pirn Winder	
2.	<b>Sector/s</b>	Textile & Handlooms	
3.	<b>Type of Qualification</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Revised</b> <input type="checkbox"/> <b>Has Electives/ Options</b> <input type="checkbox"/> <b>OEM</b>	<b>NQR Code &amp; version of the existing /previous qualification:</b> 2021/TEXT/TSC/04708	<b>Qualification Name of the existing/previous version:</b> Cone Winder-cum-Pirn Winder
4.	<b>a. OEM Name</b> <b>b. Qualification Name (Wherever applicable)</b>	NA  NA	
5.	<b>National Qualification Register (NQR) Code &amp; Version</b>	QG-02-TX-01948-2024-V2-TSC	<b>6. NCrF/NSQF Level: 2</b>
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</b>	Certificate	
8.	<b>Brief Description of the Qualification</b>	A cone winder-cum-pirn winder is responsible for winding activities in cone or pirn winding machine. The cone winder should be able to open the hank yarn properly, untangle it, wrap over the winding machine, knot the broken yarn, doff the cones, carry out routine cleaning and maintenance activities thus producing defect free cone or pirn package and ensure proper functioning of the winding machine. This job requires the individual to have thorough knowledge of type of yarns, type of winding machines and should know about the important functions and operations of winding machine.	

<p><b>9.</b></p>	<p><b>Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee</b></p>	<p><b>a. Entry Qualification &amp; Relevant Experience:</b></p> <table border="1" data-bbox="800 233 1801 412"> <thead> <tr> <th data-bbox="800 233 909 370">S. No.</th> <th data-bbox="909 233 1373 370">Academic/Skill Qualification (with Specialization - if applicable)</th> <th colspan="2" data-bbox="1373 233 1801 370">Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td data-bbox="800 370 909 412">1</td> <td data-bbox="909 370 1373 412">Ability to read and write</td> <td colspan="2" data-bbox="1373 370 1801 412">Nil</td> </tr> </tbody> </table> <p><b>18 Years</b></p>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)		1	Ability to read and write	Nil					
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)														
1	Ability to read and write	Nil														
<p><b>10.</b></p>	<p><b>Credits Assigned to this NOS- Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))</p>	<p>11 Credits</p>	<p><b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): I</p>													
<p><b>12.</b></p>	<p><b>Any Licensing Requirements for Undertaking Training on This Qualification</b></p>	<p>Not Applicable</p>														
<p><b>13.</b></p>	<p><b>Training Duration by Modes of Training Delivery</b> (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</p>	<p><input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended</p> <table border="1" data-bbox="1073 911 1759 1159"> <thead> <tr> <th data-bbox="1073 911 1318 1052">Training Delivery Mode</th> <th data-bbox="1318 911 1472 1052">Theory (Hours)</th> <th data-bbox="1472 911 1625 1052">Practical (Hours)</th> <th data-bbox="1625 911 1759 1052">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 1052 1318 1122">Classroom (offline)</td> <td data-bbox="1318 1052 1472 1122">102</td> <td data-bbox="1472 1052 1625 1122">228</td> <td data-bbox="1625 1052 1759 1122">330</td> </tr> <tr> <td data-bbox="1073 1122 1318 1159">Online</td> <td data-bbox="1318 1122 1472 1159">-</td> <td data-bbox="1472 1122 1625 1159">-</td> <td data-bbox="1625 1122 1759 1159">-</td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p>			Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)	102	228	330	Online	-	-	-
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)													
Classroom (offline)	102	228	330													
Online	-	-	-													

14.	<b>Aligned to NCO/ ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/7318.99	
15.	<b>Progression Path After Attaining the Qualification, wherever applicable</b> <i>(Please show Professional and Academic progression)</i>	Two Shaft Handloom Weaver	
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi	
17.	<b>Is similar NOS available on NQR-if yes, justification for this qualification</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> URLs of similar Qualifications:	
18.	<b>Is the NOS Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:	
19.	<b>How participation of women will be encouraged?</b>	This Qualification/NOS is made suitable for all categories of learners including the individuals, Students, professionals with the prescribed entry qualification.	
20.	<b>Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
22	<b>Name and Contact Details Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Name: Mr. Vignesh Raja</b> <b>Email: <a href="mailto:raja@texskill.in">raja@texskill.in</a></b> <b>Contact No.: 7502954383</b> <b>Website: <a href="https://texskill.in/">https://texskill.in/</a></b>	
23.	<b>Final Approval Date by NSQC:</b> 31.01.2024	<b>24. Validity Duration:</b> 3 Years	<b>25. Next Review Date:</b> 31.01.2027

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended Proj.-Project

S. no	NOS Module Name	NOS/Module Code & Version (if applicable)	Core/ Non Core	NCrF/ NSQF Level	Credit as per NCrF	Training Duration					Assessment Marks					
						Th.	Pr.	OJT. Man	OJT. Rec	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (if applicable)
1	Operate the cone and pirn winding machine	TSC/N7301,V 3.0	Core	2	7	60	150			210	190	386		84	660	70
2	Follow machine, safety and organizational guidelines in textile sector	TSC/N9015,V 3.0	Non Core	3	2.5	25	50			75	65	80		50	195	20
3	Follow teamwork, adaptability, and communication guidelines in textile sector	TSC/N9016,V 3.0	Non Core	3	0.5	5	10			15	15	20		10	45	5
4	Employability Skills	DGT/VSQ/N0101,V 1.0	Non Core	3	1	12	18			30	20	30			50	5
<b>Duration (in Hours) / Total Marks</b>					11	102	228			330	290	516		144	950	100

**Elective NOS/s:**

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA															
2.	NA															
<b>Duration (in Hours) / Total Marks</b>																

**Optional NOS/s:**

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA															
2.	NA															
<b>Duration (in Hours) / Total Marks</b>																

**Assessment - Minimum Qualifying Percentage**

**Please specify any one of the following:**

Minimum Pass Percentage – Aggregate at qualification level: **50%**

(Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• Ability to read &amp; and write with 5 years of relevant experience (Min 1 year in production + Min 4 years as trainer (or)</li> <li>• Grade 8 with two years of (NTC/ NAC) with Successfully passed Trainer Qualification MEP/Q2601, v2.0– Trainer, Minimum pass percentage 80 percent and TSC/Q7301, v4.0 Cone Winder cum Pirn Winder, Minimum pass percentage 80 per cent</li> </ul>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	At least 20 years of experience in textile/ Handloom sector with minimum 5 years in teaching/ conducting training in Textile Research Associations, CoEs, Govt Handloom organizations/ TSC TP for Handloom
3.	<b>Tools and Equipment Required for the Training</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised NOS, details of Any Upskilling Required for Trainer</b>	Not Applicable

### Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• Diploma (10th Class + 3 years) in the relevant trade with 4 years of relevant experience (or)</li> <li>• Diploma (12th Class +2 years) in the relevant trade with 3 years of relevant experience (or)</li> <li>• UG (3-years) in the relevant trade with 2 years of relevant experience with successfully passed MEP/Q2701, v2.0 – Assessor, Minimum pass percentage 80 percent and TSC/Q7301, v3.0 Cone Winder-cum-Pirn Winder, Minimum pass percentage 80 percent</li> </ul>
2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines), (wherever applicable)</b>	UG in any field

3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Diploma/Degree/Masters/PhD in textile with at least 15 years of experience with minimum 5 years in teaching/conducting assessments in textile/ handloom sector
4.	<b>Assessment Mode</b> <i>(Specify the assessment mode)</i>	Offline
5.	<b>Tools and Equipment Required for Assessment</b>	<input type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

## Section 5: Evidence of the Need for the Qualification

*Provide Annexure/Supporting documents name.*

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes. Link - <a href="https://texskill.in/map_22/map.html">https://texskill.in/map_22/map.html</a>
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes Link - <a href="https://texskill.in/map_22/map.html">https://texskill.in/map_22/map.html</a>
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 12
5.	Estimated number of people to be trained: 1000
6.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): Yes If "No", why:

## Section 6: Annexure & Supporting Documents Check List

*Specify Annexure Name / Supporting document file name*

1.	<b>Annexure:</b> NCrF/NSQF level justification based on NCrF/NSQF descriptors (Mandatory)	Attached. Annexure 1
2.	<b>Annexure:</b> List of tools and equipment relevant for NOS (Mandatory, except in case of online course)	Attached. Annexure 2
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Attached. Annexure 6
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Attached. Annexure 6
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is Blended Learning)	Attached. Annexure 5
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	No
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	Attached. Annexure 8
8.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Attached. Annexure 9
9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	Attached. Annexure 10
10	<b>Supporting Document:</b> Occupational Map (Mandatory)	Attached. Annexure 11
11	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Attached. Annexure 7
12	Any other document you wish to submit:	NA

## Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<p><b>Fundamental knowledge</b></p> <ul style="list-style-type: none"> <li>● Basic working/ operational knowledge in the area of work.</li> <li>● Understands basic materials, tools, applications in a limited context.</li> <li>● For self-help group member/ micro-entrepreneur basic working knowledge of business activity, raw material, finished product/ service, and local market.</li> <li>● Able to understand and perform repetitive tasks under instructions and supervision.</li> <li>● Understand the basic quality, safety and general hygiene norms. Familiarity with environmental aspects.</li> </ul>	<p>A cone winder cum pirn winder work under supervision of master weaver and is responsible for winding activities on a cone or pirn winding machine so as to get the maximum output of wind cones or pirns with minimum errors, with less optimum cost of production giving due importance to safety and environmental aspects. The winder should be familiar with the work environment with predictable routine work involved in a typical handloom organization or society or mill. The tasks are predictable, routine and involves <b>range of knowledge</b> like open the hank yarn properly, untangles it, wraps over the winding machine, piecing the broken yarn, doffs the wind cones or pirns, store wind in designated location etc. and attending all other minor defects and machine issues so that production runs smoothly. A cone winder cum pirn winder knows about the causes that may result in machine faults and carries out routine cleaning and maintenance of the machine within his</p>	NSQF Level 2

		<p>limits of responsibility to ensure that quality and productivity is maintained. For routine work, the choices are clear. For unprecedented situations, the winder has to report to the master weaver.</p> <ul style="list-style-type: none"> <li>Hence NSQF Level is 2</li> </ul>	
<p><b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b></p>	<p><b>Limited finite skills</b></p> <ul style="list-style-type: none"> <li>Limited related skills in predefined context.</li> <li>Performs structured tasks in a limited range of functional roles.</li> <li>Uses known solutions to familiar problems.</li> <li>Skill to identify and use relevant tools and materials in a limited context of work and quality.</li> <li>For self-help group members, micro-entrepreneurs working skills for making or manufacturing (handicraft, traditional items, etc) service &amp; marketing etc.</li> </ul>	<p>A Cone winder cum pirn winder should have the factual knowledge and <b>technical skills</b> about the Standard Operating Procedures (SOP) with respect to process flow and material flow and safety standards in a typical handloom society or NGO or SHG or mill. The cone winder cum pirn winder should also know the causes of defects incurred due to man and machine faults. The winder should know the importance of wind cones or pirns or bobbins quality, size, coding and labeling, safety mechanisms of the machines, stop motions and indication lamps, and proper storage of wind cones or pirns at the designated location.</p> <p>Hence NSQF Level is 2</p>	<p>NSQF Level 2</p>

<p><b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b></p>	<p><b>Employment readiness</b></p> <ul style="list-style-type: none"> <li>• Ability to read and write and do simple computational math – numeracy and literacy.</li> <li>• Receive and transmit written and oral messages/ communication clearly.</li> <li>• Works within a team as assistant</li> <li>• Understanding of safety, hygiene and environment, social, political and religious diversity.</li> <li>• Have broader but basic Employability Skills including basic self-employment/ entrepreneurial Mind-set for mini businesses</li> <li>• Have understanding of use of Financial and Digital literacy, Aadhar and Mobile, digital payments etc.</li> </ul>	<p>A Cone winder cum pirn winder <b>should be able to read or write clear and short sentences in local or regional or English</b> language for making daily work report, write grievance complaint application, comprehends written instructions, communicates with the supervisor and others appropriately and convey information effectively. The winder applies <b>basic arithmetic and algebraic functions to assess</b> the target production, calculation of minimum weight of cones or pirns or bobbins, yarn counts, reed width of fabric, number of picks and ends per inch etc. The operator performs basic maintenance required during the production process for quality and uninterrupted output within the limits of own responsibility, comprehends the regulations, natural, social and political environment of a typical handloom mill.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 2</li> </ul>	<p>NSQF Level 2</p>
<p><b>Broad Learning Outcomes/ Core Skill</b></p>	<p><b>Carry out the Predefined tasks</b></p> <ul style="list-style-type: none"> <li>• The candidate may carry out a job requiring limited range of routine and predictable activities.</li> </ul>	<p>A Cone winder cum pirn winder recall and demonstrate or perform <b>range of tasks</b> for routine operations like machine setting, hank opening and untangling, basic technique of warping,</p>	<p>NSQF Level 2</p>

	<ul style="list-style-type: none"> <li>• Tasks are mostly performed under instructions and supervision</li> <li>• Focus on practice of skill and work, both predefined and new.</li> <li>• For self-help group members, micro-entrepreneurs (JSS) end to end clear understanding of process and delivery.</li> <li>• Understands basic safety and general hygiene norms.</li> </ul>	<p>operating the cone winding or pirn winding machine, piecing, doffing, coding and labelling and storage of wound cones or pirns. Also cleaning the machine, segregate the waste using appropriate tools and quality concepts. The tasks will be routine, repetitive and in the narrow range within the responsibilities of a cone cum pirn winder.</p> <p>In case of unexpected faults or issues the winder will report to the master weaver.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 2</li> </ul>	
<p><b>Responsibility</b></p>	<p><b>Assistant</b></p> <ul style="list-style-type: none"> <li>• Works mostly under instruction and supervision.</li> <li>• Limited responsibility for delivery and quality of work.</li> <li>• For self-help group members, micro-entrepreneurs (JSS) end to end responsibility of production and marketing in local markets.</li> </ul>	<p>A Cone winder cum pirn winder should take charge of the shift after discussing in detail the issues faced with respect to the quality, production and safety, reports to the shift superior or master weaver, maintaining the work area, tools and machines and contributes in making the workplace healthy, safe and secure and also follows the industry &amp; organizational compliance. The cone or pirn winder is <b>responsible</b> for own work and learning.</p> <p>Hence NSQF Level is 2</p>	<p>NSQF Level 2</p>

**Annexure 2: Tools and Equipment****List of Tools and Equipment**

Sr. No	Equipment Name	Minimum number of Equipment required (per batch of 30 trainees)
1.	Cone Winding And Pirn Winding Machine	1
2.	Suitable yarn package	20
3.	Empty Pirns	20

**Batch Size: 30****Classroom Aids**

The aids required to conduct sessions in the classroom are:

1. Charts
2. Posters
3. Projector
4. Writing Board
5. Seating capacity for 30 candidates
6. Computer/ Laptop Specification
7. Scanner
8. Printer

**Annexure 3: Industry Validations Summary**

S . N O	Organizati on Name	Representati ve Name	Designatio n	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	North Eastern Handicrafts &	Brig. Rajiv Kumar Singh	Managinig Director	Assam	9767855562	<a href="mailto:md.nehdcl@gmail.com">md.nehdcl@gmail.com</a>	

	Handloom Development Corporation Limited						
2	Indian Institute of Entrepreneurship	Bhrigu K Medhi	Project Head	Assam	9085027786	<a href="mailto:badalmartin@gmail.com">badalmartin@gmail.com</a>	
3	Vasthra Institute of Textile Technology	Dr. R.G. Panneerselvam	CHAIRMAN	Tamil Nadu	80049 23420	<a href="mailto:vittarni@gmail.com">vittarni@gmail.com</a>	
4	Subject Matter Expert	Kandasamy Palaniyandi	Assistant Director (Retd.)	West Bengal	9836938493	<a href="mailto:mpalaniyandi@gmail.com">mpalaniyandi@gmail.com</a>	
5	Digi Venmanya	N Sudhakaran	Trainer	Tamil Nadu	9787099332	<a href="mailto:digivenmanya@gmail.com">digivenmanya@gmail.com</a>	
6	Valeur Fab Tex	Harsh Chamaria	Director	Delhi	9910211484	<a href="mailto:director@valeurfabtex.com">director@valeurfabtex.com</a>	
7	Guhan Tex Solutions	S. Ganesh Babu	Proprietor	Tamil Nadu	9442634429	<a href="mailto:gts@skillindiaweb.com">gts@skillindiaweb.com</a>	
8	Rishikul Ashram	Shivpoojan Awasthi	Secretary	Madhya Pradesh	9893094105	<a href="mailto:shivpoojan_awasthi@rediffmail.com">shivpoojan_awasthi@rediffmail.com</a>	
9	TBL Education (I) Pvt. Ltd.	Ms. Neetika Gupta	National Head	GUWAHATI	M: 9582941460	<a href="mailto:tbl.eduindia@gmail.com">tbl.eduindia@gmail.com</a>	
10	North East Development Consortium (NEDC)	Mr. Jayanta Baruah	CEO	GUWAHATI	M: 9864958553	<a href="mailto:nedc2009@gmail.com">nedc2009@gmail.com</a>	
11	DRS Foundation	chandan Boruah	Project Head	Assam	7002820648	<a href="mailto:chandan.br123@gmail.com">chandan.br123@gmail.com</a>	
12	National Educational Society and Social Welfare Organisation	Mudassir Ahmad bhatt	Chairman	J&K	7006245563	<a href="mailto:nesswojandk@gmail.com">nesswojandk@gmail.com</a>	
13	Sankardev Yogashram College & Hospital Research Centre	Dulal deka	president	Assam	8876384876	<a href="mailto:sychrc@gmail.com">sychrc@gmail.com</a>	

**Annexure 4: Training & Employment Details**

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability
2023-24	300	48	NA
2024-25	300	48	NA
2025-26	400	64	NA

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
2	2022	120	108	103	51	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	-	-	-	-
1	2021	400	360	342	171	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	-	-	-	-
1	2020	80	72	68	34	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	NA. Data Requested from NSDC	-	-	-	-

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented:**

1. PMKVY
2. Digital India Corporation. Ministry of Electronics and Information Technology

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available: English**

### Annexure 5: Blended Learning - NA

#### Blended Learning Estimated Ratio & Recommended Tools:

Not Applicable

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skill%20i%20ng.pdf>

S · N o ·	Select the Components of the NOS	List Recommended Tools – for all Selected Components	Offlin e: Onli ne Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens	20:80
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners	Computer, Projector	20:80
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	Computer, Projector	20:80
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer, Projector	20:80
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens	20:80
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens	20:80
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Candidate Training	Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens	20:80

## Annexure 6: Detailed Assessment Criteria

Module	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>TSC/N7301: Operate the cone and pirn winding machine</b>	<b>Receiving and preparation of material</b>	<b>48</b>	<b>95</b>	<b>-</b>	<b>20</b>
	PC1. receive the hank yarn required for winding as per the specifications	-	-	-	-
	PC2. check the parts and working of the cone and pirn winding machine	-	-	-	-
	PC3. collect the empty cones, pirns, bobbins from respective boxes in the winding workplace	-	-	-	-
	PC4. inspect the presence of excess yarn left in cones, pirns, bobbins for reuse	-	-	-	-
	PC5. provide the details of remnants collected for rewinding or unwinding as per specified instruction	-	-	-	-
	PC6. strip the remnant waste from the collected empty cone, pirns and bobbins by hand	-	-	-	-
	PC7. inspect the materials are free from faults prior to winding work	-	-	-	-
	<b>Preparing the winding machine</b>	<b>89</b>	<b>173</b>	<b>-</b>	<b>35</b>
	PC8. set up the controls of manual or power- driven cone and pirn winding machine such as drum, spindle position adjustment, traverse motion, yarn guide adjustment, etc. according to production requirements	-	-	-	-

PC9. use prescribed tools and equipment for winding machine preparation.	-	-	-	-
PC10. place the stripped empty cones or pirns or bobbin on the holder of the winding machine	-	-	-	-
PC11. untangle the hank yarn for winding as per standard process	-	-	-	-
PC12. wrap the yarn on the hank holder of the winding machine as per the standard process without entanglement	-	-	-	-
PC13. mount the empty cone or pirn or bobbin on the spindle while working on power driven winding machine	-	-	-	-
PC14. identify starting end of the hank as per the standard method	-	-	-	-
<b>Operating the winding machine</b>	<b>39</b>	<b>86</b>	<b>-</b>	<b>20</b>
PC15. run the winding machine safely in accordance with the standard operating procedures	-	-	-	-
PC16. mend the broken yarn by prescribed hand knot	-	-	-	-
PC17. set prescribed yarn tension as per the count of the yarn	-	-	-	-
PC18. doff the full package with the empty one as per the SOP	-	-	-	-
<b>Labeling and storage of the cones and pirns</b>	<b>14</b>	<b>32</b>	<b>-</b>	<b>9</b>
PC19. place the full cones, pirns, bobbins in the designated box with prescribed labelling and coding	-	-	-	-
PC20. leave work area safe and secure after completion of work	-	-	-	-

	PC21. report identified faults in the materials or machines to the responsible person as per standard protocol	-	-	-	-
	<b>NOS Total</b>	<b>190</b>	<b>386</b>	<b>-</b>	<b>84</b>
<b>Module</b>	<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector</b>	<b>Maintaining the work area, tools and machines</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>6</b>
	PC1. handle materials, machinery, equipment and tools as per standard procedure	-	-	-	-
	PC2. use appropriate material handling equipment and tools as per standard procedure	-	-	-	-
	PC3. keep the equipment, machine and work area clean using appropriate cleaning tools as per standard procedure	-	-	-	-
	PC4. undertake minor routine maintenance of equipment and tools as per standard maintenance procedure	-	-	-	-
	PC5. maintain record for defective and unsafe equipment and tools	-	-	-	-
	PC6. verify that machine guards are in place as per standard specifications	-	-	-	-
	PC7. follow specified ergonomics for the assigned job role in textile sector	-	-	-	-
	PC8. collect and store worn-out spare parts at specified location	-	-	-	-
	PC9. report the condition of worn out parts as per standard procedure	-	-	-	-

<b>Greening and energy conservation in textile sector</b>	<b>7</b>	<b>10</b>	<b>-</b>	<b>6</b>
PC10. segregate wastes such as recyclable, non- recyclable, hazardous as per standard protocol	-	-	-	-
PC11. optimize usage of material and resources including water, electricity in various tasks	-	-	-	-
PC12. switch off the machines and lights when not in use	-	-	-	-
<b>Health, safety and response to emergencies at textile sector</b>	<b>32</b>	<b>40</b>	<b>-</b>	<b>28</b>
PC13. use Personal Protective Equipment (PPEs) like body protector, ear plugs, nose mask, head cap, etc. as per guidelines	-	-	-	-
PC14. identify abnormal sounds emanating from faulty or worn out machine parts and take appropriate action	-	-	-	-
PC15. avoid dependency on any type of intoxicants	-	-	-	-
PC16. maintain social distance as per the instruction at workplace	-	-	-	-
PC17. report hazardous material to superiors at workplace	-	-	-	-
PC18. use the various appropriate fire extinguishers on different types of fires correctly	-	-	-	-
PC19. follow the specified steps in case of electricity failure	-	-	-	-
PC20. lift heavy objects using correct lifting procedures	-	-	-	-

PC21. recall emergency exits, safe spots, etc. of workplace	-	-	-	-
PC22. practice mock drills and evacuation procedures organized by industry	-	-	-	-
PC23. assist others to reach to safe spots in emergency situations	-	-	-	-
PC24. provide basic first aid for injury to peers and report to superiors	-	-	-	-
PC25. interpret different signs, alarms and take action appropriately	-	-	-	-
PC26. follow the guidelines while working in hazards atmosphere	-	-	-	-
PC27. assist in designing the safety plans with peers and superiors	-	-	-	-
PC28. follow the approved safety plans at workplace	-	-	-	-
<b>Organizational standards and policies</b>	<b>16</b>	<b>20</b>	<b>-</b>	<b>10</b>
PC29. perform assigned duties as per organization's protocol within scheduled time period	-	-	-	-
PC30. follow organization policies, quality standards, rules and regulations for working in textile sector	-	-	-	-
PC31. motivate colleagues to follow operational guidelines of organization	-	-	-	-
PC32. wear specified uniform and follow etiquette as per standard guidelines for the textile sector	-	-	-	-
PC33. maintain hygienic working atmosphere as per protocol of the textile sector	-	-	-	-

	PC34. submit lost and found articles as per standard protocol	-	-	-	-
	<b>NOS Total</b>	<b>65</b>	<b>80</b>	<b>-</b>	<b>50</b>
<b>Module</b>	<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>TSC/N9016: Follow teamwork, adaptability, and communication guidelines in textile sector</b>	<b>Teamwork, trust and communication</b>	<b>10</b>	<b>15</b>	<b>-</b>	<b>5</b>
	PC1. contribute to create a positive work environment in the team	-	-	-	-
	PC2. carry out tasks as per instructions received from superiors	-	-	-	-
	PC3. contribute to team work as per allocated responsibility to complete the task by using appropriate tools and methods	-	-	-	-
	PC4. build trust with team mates and superiors	-	-	-	-
	PC5. implement the ideas after superior's approval at work place	-	-	-	-
	PC6. communicate clearly with the team members as per standard protocol	-	-	-	-
	PC7. use suggested hand signs, vocal sound signals to convey the information in the production area	-	-	-	-
	PC8. listen effectively to the ideas and concerns of the peers	-	-	-	-
	PC9. use correct and respectful terms while communicating as per industry policy	-	-	-	-
	PC10. express views proactively and effectively	-	-	-	-

	PC11. make efforts to resolve difference of opinion with superiors and team members	-	-	-	-
	PC12. report to superior for problems identified in assigned duty	-	-	-	-
	PC13. report the daily performance to superior in prescribed manner and formats	-	-	-	-
	<b>Adaptability</b>	<b>5</b>	<b>5</b>	-	<b>5</b>
	PC14. adapt to flexible work environment for the assigned task	-	-	-	-
	PC15. adapt to work with various members of different ethnicity, gender and PwD without biases	-	-	-	-
	PC16. consider opinions of colleagues, fitters, superiors for the assigned task	-	-	-	-
	PC17. plan the work-routine within the limits of the responsibility	-	-	-	-
	PC18. adopt new ideas after due approval from superior for improving the productivity	-	-	-	-
<b>DGT/VSQ/N0101 – Employability Skills</b>	<b>NOS Total</b>	<b>15</b>	<b>20</b>	-	<b>10</b>
	<b>Introduction to Employability Skills</b>	1	1	-	-
	understand the significance of employability skills in meeting the job requirements				
	<b>Constitutional values – Citizenship</b>	1	1	-	-
	identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices.				
	<b>Becoming a Professional in the 21st Century</b>	1	3	-	-
	explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time				

	management, social and cultural awareness, emotional awareness, continuous learning mindset etc.				
	<b>Basic English Skills</b>	2	3	-	-
	speak with others using some basic English phrases or sentences				
	<b>Communication Skills</b>	1	1	-	-
	follow good manners while communicating with others				
	work with others in a team				
	<b>Diversity &amp; Inclusion</b>	1	1	-	-
	communicate and behave appropriately with all genders and PwD				
	report any issues related to sexual harassment				
	<b>Financial and Legal Literacy</b>	3	4	-	-
	use various financial products and services safely and securely				
	calculate income, expenses, savings etc.				
	approach the concerned authorities for any exploitation as per legal rights and laws				
	<b>Essential Digital Skills</b>	4	6	-	-
	operate digital devices and use its features and applications securely and safely				
	use internet and social media platforms securely and safely				
	<b>Entrepreneurship</b>	3	5	-	-
	identify and assess opportunities for potential business				
	identify sources for arranging money and associated financial and legal challenges				
	<b>Customer Service</b>	2	2	-	-
	identify different types of customers				
	identify customer needs and address them appropriately.				
	follow appropriate hygiene and grooming standards.				
	<b>Getting ready for apprenticeship &amp; Jobs</b>	1	3	-	-
	create a basic biodata				
	search for suitable jobs and apply				
	identify and register apprenticeship opportunities as per requirement				

	<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-
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### Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

#### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

#### 2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

#### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other subject Matter Experts
- Questions are mapped with NOS and PC

- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

## Annexure 8: Acronym and Glossary

**Acronym**

<b>Acronym</b>	<b>Description</b>
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework

**Glossary**

<b>Term</b>	<b>Description</b>
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.